

# ESRC Seminar Series

## Teacher Education for the Changing Demographics of Schooling: policy, practice & research

### Seminar 4 - Teachers' development in contexts

**Date:** Friday 20<sup>th</sup> March 2015

**Time:** 9:30-15:00

**Venue:** Training & Skills Room [Edinburgh Centre for Carbon Innovation, High School Yards, Edinburgh, EH1 1LZ](#)

<b>09.30 – 10.00</b>	<b>Registration and Coffee</b>
10.00 – 10.10	Welcome & Introduction - Lani Florian & Nataša Pantić (University of Edinburgh)
10.10 – 10.55	<b>Teaching toward Counter-Hegemonic Pedagogies</b> Speaker: Celia Oyler (Teachers College, Columbia University)
	Preparing teachers to enact more inclusive classroom pedagogies requires sustained attention & analysis of: (1) the social-political-historical contexts of schooling; (2) teachers' own social locations & critical consciousness related to power and privilege; (3) the curricular & instructional moves that open up classroom space for both accessible pedagogies and democratic participation; & (4) the centrality of teacher inquiry in the entire process. This presentation offers a framework & a rationale for teacher education to prepare teachers to engage in counter-hegemonic pedagogies. Such pedagogies rely upon teachers' critical appraisals of power and positioning, as well as collaborative analysis & collective organizing. This paper draws on texts from various research studies as well as current students' dialogue journals. The context in which this work is situated is from the United States where audit & accountability discourses are official mandates & are simultaneously the site of collective resistance by teachers and parents.
10.55 – 11.20	Q&A / Discussion
<b>11.20 – 11.35</b>	<b>Tea &amp; Coffee</b>
11.35 – 12.20	<b>The Three D's: Diversity, Development, Devolution</b> Speaker: Ian Menter (University of Oxford)
	Taking the topic of teacher professional development as the central theme, this presentation will consider how several forms of diversity have important effects on teacher identity, including a discussion of diverse routes of entry into teaching, divisions of labour within the education workforce, as well as demographic diversity. Consideration will also be given to a range of contexts including the school, the local community & region and the influence of 'the nation'. The institutional contexts for teachers have different trajectories in each part of the UK, especially since the devolution 'settlement' at the turn of the century. This paper draws on a range of studies, including several of Ian Menter's own, as well as the reports of the recent BERA-RSA Inquiry into Research & Teacher Education. The conclusion of the analysis is that teacher identity & teacher development cannot be separated from each other & that these are very important themes that connect closely with fundamental social questions of values, citizenship & the purposes of education.
12.20 – 12.45	Q&A / Discussion
<b>12.45 – 13.30</b>	<b>Lunch</b>
13.30 – 14.15	<b>Inclusive Pedagogy: A framework for teacher development in a range of contexts</b> Speaker: Jennifer Spratt (University of Aberdeen)
	Concerns about how educators should respond to the increasingly diverse pupil population lie at the heart of this seminar series. Yet, the variety of contexts in which teachers work poses a dilemma for teacher education and professional development in inclusion, as it is difficult to prescribe specifically how local issues should be approached in practice. Hence, there is much written about the theory of inclusion, but much less is available to support the development of teachers in their own contexts by addressing what they should actually <i>do</i> . This paper reports on an approach to teacher education and professional development which provides a framework for teachers to interrogate the decisions that they make about their own practice. Drawing from an ongoing project that values the reciprocal cycle of teacher education, practice and research, the paper will show how the concept of inclusive pedagogy has been used to inform practice of both new and experienced teachers in a range of contexts. It will also show how, in studying the practice of teachers, the theoretical concept of inclusive pedagogy has been further developed.
14.15 – 14.45	Q&A / Discussion
14.45 – 15.00	Concluding Remarks – Lani Florian & Nataša Pantić (University of Edinburgh)
<b>15.00</b>	<b>Close</b>

## Speaker Biographies

### Celia Oyler

**Celia Oyler** was a special education teacher for 15 years in Connecticut, Vermont. She obtained her Ph.D. in Curriculum Theory and Design from the University of Illinois-Chicago in 1993. Celia's areas of research include: equity pedagogy; classroom discourse analysis of power and authority; and curriculum for social action. She is the author of *Making Room for Students: Sharing Teacher Authority in Room 104* (Teachers College Press, 1997), co-author (with TC student teachers) of *Learning to Teach Inclusively: Student Teachers Classroom Inquiries* (Erlbaum, 1996) and *Actions Speak Louder than Words: Community Activism as Curriculum* (Routledge, 2011). Professor Oyler is the founding director of the Elementary and Secondary Inclusive Programs at Teachers College. She is the co-director and co-founder of the Teachers College Inclusive Classrooms Project, which has been working with the New York City Department of Education to provide professional development for teachers to support a major special education reform. Additionally, Celia has consulted in various countries including Guatemala, Mongolia, Jordan, and Japan. Professor Oyler is committed to supporting teachers and school leaders to design accessible and critically multicultural curriculum.

### Ian Menter

**Ian Menter** (FAcSS) is Professor of Teacher Education and Director of Professional Programmes in the Department of Education at the University of Oxford. He previously worked at the Universities of Glasgow, the West of Scotland, London Metropolitan, the West of England and Gloucestershire. Before that he was a primary school teacher in Bristol, England. He was President of the Scottish Educational Research Association (SERA) from 2005-2007. In September 2013 he became the President of the British Educational Research Association (BERA) and has been a member of the steering group for the BERA/RSA Inquiry into Teacher Education and Research. His presentation will draw on several of his own works, including a GTCS report on the demography of the teaching workforce in Scotland, a review of literature carried out for the Scottish Government (informing the Donaldson Report on teacher education), a review on teacher identity and formation.

### Jennifer Spratt

**Jennifer Spratt** is senior lecturer at the University of Aberdeen, School of Education. She is Joint Director of the Post-Graduate Inclusive Practice Programme and she teaches widely across the undergraduate programme, specifically on topics relating to social justice, inclusion and childhood wellbeing. She sees teaching and research as closely aligned and her research interests lie in both policy and practice and include the enactment of inclusive pedagogy and the role of the school in supporting health and wellbeing. She was previously a secondary school teacher in both England and Scotland